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ABSTRACT

This language arts curriculum guide for kindergarten combines the Basic Skills First Reading Guide and the Language Arts Guide to provide a comprehensive kindergarten curriculum. The objectives in the guide are categorized according to the strands (divisions of skill areas) for grades 1-12 to show how the curriculum in kindergarten prepares students for academic learning in those grades. The guide is divided into the following language arts strands: (1) handwriting; (2) spelling; (3) composition; (4) thinking and organizational skills; (5) listening skills; and (6) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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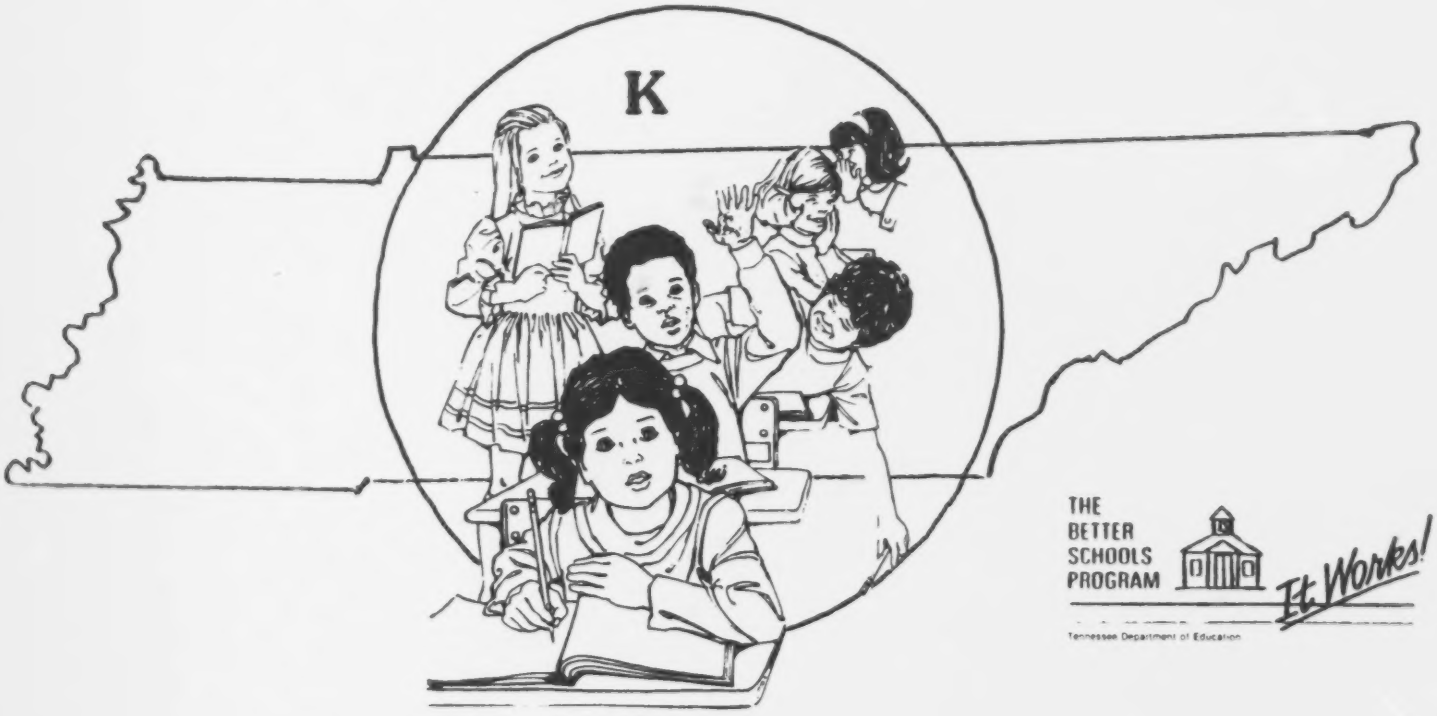
LANGUAGE ARTS CURRICULUM GUIDE

BASIC SKILLS FIRST



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LANGUAGE ARTS

CURRICULUM GUIDE

STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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PREFACE

The Basic Skills First Reading Guide for Kindergarten has been combined with the Language Arts Guide in order to provide a kindergarten curriculum which is comprehensive and which meets the needs of kindergarten children, both developmentally and academically. Although the objectives which were contained in Basic Skills First are precursors to the teaching of reading, these objectives are more often taught in the context of language development rather as reading. For that reason, the revision committee chose to incorporate the reading objectives and language arts objectives into one guide for kindergarten. The objectives in this guide have been categorized according to the strands identified for grades 1-12 in order to show how the curriculum in kindergarten prepares students for academic learning in those grades. The listing of these objectives are by no means to be considered as a teaching sequence. Teachers should group the objectives in whatever way is appropriate in order to develop units of study for their students.

Mastery tests have not been included with this guide since the evaluation of skill mastery at this level is more often done through observation than through the use of written tests. The Pre-first Grade Screening Program identifies the areas which should be evaluated during the kindergarten year. A Profile has been developed which correlates the objectives in the kindergarten guides with the areas considered to be critical in the screening program. Teachers should use whatever means they feel are appropriate (including screening instruments, observation and group evaluations) to determine each student's mastery of the objectives identified on the profile.

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LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 develop skill in gross motor functioning.	Large muscle, or gross motor control is essential for proper physical development. Children develop efficient patterns of movement, leading to refined muscle coordination and fine motor control. Gross motor skills include standing balanced and upright, walking, jumping. hopping, galloping, skipping, and manipulating objects. Choose playground equipment which is suitable for small children and which provides for the development of all large muscles.	maneuvering maneuvering	A. Have an obstacle course set up to facilitate the use of a variety of gross motor skills. Include such activities as walking a balance beam, crawling through rings, and running around objects. B. Have students participate daily in activities which promote large muscle development. Be certain the activities include all gross motor skills.	P.E. 091C1	

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 develop skill in fine motor functioning.	Fine motor skills require the coordinated use of smaller muscles. Students need to develop small muscles in the fingers, hands, and wrists before they can learn writing techniques. Fine motor skills are demonstrated in such activities as coloring, cutting, lacing, buttoning, zipping, tracing, stringing beads, sewing and manipulating clay.	manipulating, grasping	A. Have a center for "dress-up" activities available to the students. Include clothes with buttons, zippers, snaps and laces.	P.E. 091C2	
		manipulating	B. Activities using a combination of tracing, coloring, cutting and pasting may be used with the students on a regular basis as enrichment activities for other content area instruction.		
		manipulating	C. Provide center activities for students which allow them to manipulate a variety of materials, such as clay, finger paint, beads, and sand.		
1.03 develop eye-hand coordination.	Eye-hand coordination involves hand movement in response to cues or information acquired visually. Fine motor coordination is essential to the development of eye-hand coordination.	manipulating	A. Students should use materials from a manipulative center with some of the following items available: blocks, lacing cards, string and beads, peg boards, puzzles, parquetry blocks, and clay or play dough.	P.E. 091C2	
		manipulating	B. Students should participate in such simple games as ring toss, bean bag throws, clothespin drop, and toss and catch.		
		drawing	C. Give each student a card with a shape on it, and another card with only part of the shape given. Have the students complete the shapes.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 develop a dominant hand.	Hand dominance is a student's natural tendency to use one hand over the other. Some students may still be ambidextrous. Hand dominance may be identified by observing the preferred hand when a student is requested to demonstrate fine motor coordination.	manipulating	A. Have each student color and cut using the naturally preferred hand. Encourage consistent use of that hand for pre-writing activities.	P.E. 091C2	
		manipulating	B. Have students roll a ball, bounce a ball, and toss a ball with the dominant hand while holding the non-preferred hand behind the back.		
1.05 develop skill in visual discrimination.	Visual discrimination is the ability to perceive similarities and differences in images.	matching	A. Have students match pairs of objects pictured on cards or play picture lotto or dominoes.		
		sorting	B. Have students sort shapes into appropriate groups, putting circles together, squares together, etc.		
		matching	C. Have students match an object to its silhouette.		
		recognizing	D. Using an attendance board with names written in manuscript, have the students find and identify their names each day.		
		matching, locating	E. Develop an experience chart. Write words from the chart on index cards. Have students find the word on each card on the chart.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.06 develop concepts of directionality.	Concepts of directionality include left-right, front-back, top-bottom, up-down, and in-out. Concepts should be reinforced whenever appropriate in daily routines.	listening, comprehending, observing	A. Have the students participate in everyday classroom activities that involve directionality concepts. Line up students using the concept of front-back. Use a worksheet to show the top of the paper and the bottom of the paper. While doing a rhythm activity, use the body to show up and down. As the class goes to lunch or to another room, demonstrate the concept of in-out. The concept of left-right can be reinforced by having students march to a cadence.	Mu. 081A2 P.E. 091D2	
		maneuvering	B. Play musical games involving directions. Tie yarn on each student's right wrist as a reminder.		
		observing	C. Have students follow lines of print from left to right and from the top of the page to the bottom of the page by writing experience charts and pointing to the words as you read the charts aloud.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031B1.00 To understand how to write legibly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 follow a left-to-right sequence.	The concept of left-right is a prerequisite to left-to-right sequencing.	naming	A. Show a row of objects or pictures. Have each student name the objects or pictures from left to right.		
		observing, manipulating	B. Have students use pegboards to reproduce patterns using left to right sequencing.		
		tracing	C. Have the students trace paths of dots, dashes, footprints, etc. from left to right with their fingers and then with crayons.		
1.02 position paper properly and hold a crayon or pencil correctly.	Correct positioning in handwriting involves the handedness of the student, the angle at which the paper is set, the position at which the pencil or crayon is held, and the student's posture. Fine motor muscles must be sufficiently developed to hold a pencil or crayon properly.	listening, observing	A. Discuss with students the correct way to hold a pencil/crayon. Have a picture available showing a child correctly holding a pencil/crayon.	P.E. 091C2	
		observing	B. Show a picture of a student sitting correctly to write. Demonstrate for students correct posture and how to position paper.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031B1.00 To understand how to write legibly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 demonstrate basic handwriting strokes.	Visual discrimination and eye-hand coordination are prerequisite skills for accomplishing this objective. The level of difficulty should range from tracing tactilely to independently producing basic strokes, including circles, curves, and vertical, horizontal, and slanted lines.	tracing	A. Have students use templates to trace basic shapes, first tactilely, then with either a crayon or pencil.		
		tracing	B. Have students use dotted or shaded models of basic strokes to produce completed strokes by connecting the dots or darkening the shaded lines.		
		copying	C. Have the students produce the basic strokes. Provide models for students to place on their desks/tables rather than having models on the board or on charts.		
1.04 write his/her name in manuscript.	Visual discrimination and eye-hand coordination skills are prerequisites for this objective. Students should recognize their own names in manuscript before writing instruction begins (033B1.01). Students should write their names using upper-case and lower-case letters rather than using all upper-case letters.	tracing	A. Have students trace their names in sand, salt, paint, shaving cream and other materials.		
		tracing	B. Write the students' names in dotted configuration. Have students trace over the dots tactilely and then trace with a pencil to complete the pattern and form their names.		
		reproducing	C. Have students use a model to write their names in manuscript.		
		producing	D. Have the students print their names on all art work and other paperwork.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033AI.00 To understand the discrimination of sounds

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 develop skill in auditory discrimination.	Auditory discrimination is the ability to perceive differences in sounds. Students may be able to hear clearly, but may have difficulty distinguishing fine differences in sounds. The development of skill in auditory discrimination precedes the students' ability to learn letter sounds.	listening	A. Have students listen to a variety of sounds. Create two sounds. Have students tell if the sounds are the same or different.		
		listening	B. Say two words such as "walk-walk" or "green-slow." Have the students say "yes" if the words are the same and "no" if they are not.		
		listening	C. Say two words such as "well-play" or "talk-tell." Have students say "yes" if the words begin with the same sound and "no" if they do not.		
		listening	D. Repeat Activity B, identifying words which end with the same sound.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A2.00 To understand basic speech sounds

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 produce speech sounds.	The smallest discrete and significant units of a language are its phonemes. The twenty-four consonant phonemes of English can be grouped or described in at least the following two ways: 1. according to the amount and kind of constriction of the air passage during articulation and the voiced/voiceless contrast, including stops, fricatives, affricates, nasals, liquids, and glides. 2. according to the parts of the mouth involved in articulation, including labials, labio-dentals, inter-dentals, alveolars, alveo-palatals, and velars.	verbalizing listening, articulating	A. Have students repeat words, sentences, and phrases. Evaluate the students' articulation of each word. B. After identifying specific speech deficiencies, give students instruction and practice for difficult sounds.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A3.00 To understand basic symbols

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
3.01 discriminate shapes visually.	Students at this level will visually discriminate among shapes before transferring that ability to letters. Familiar shapes in the child's own environment will have more meaning to the student. The child can thus concentrate on the similarities and differences among the shapes.	recognizing	A. Have the student select identical objects from among a group of objects. Repeat the activity with objects which have more subtle differences.		
		matching	B. Have the student match pairs of common objects pictured on cards, or play picture dominoes and lotto games.		
		matching	C. Have the student match the same configurations when several disclaimers are included in the series; for example, O X I X.		
3.02 discriminate upper-case letters.	Visual discrimination of upper-case letters should be introduced when a child is comfortable with discriminating among shapes.	recognizing	A. Show students a model of a letter. Using felt letters and a flannelboard or magnetic letters and a board, have students locate all letters which are the same as the model.		
		matching	B. Show students rows of letters. The first letter in the row and one other letter in the row should be the same. Have the students circle the letter that is like the first letter in the row. The disclaimers should be easily distinguishable from the matching letters, such as "A" and "C."		
		matching	C. Repeat the above activity using letters that require more discrimination, such as "M" and "N."		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A3.00 To understand basic symbols

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.03 discriminate lower- case letters.	Visual discrimination of lower-case letters should be introduced when a child can comfortably discriminate upper-case letters.	recognizing	A. Repeat Activity A above using lower-case letters.		
		matching	B. Show students rows of letters. The first letter in the row and one other letter in the row should be the same. Have the students point to the letter that is like the first letter in the row. The letters should be highly dissimilar, such as "l" and "z."		
		matching	C. Repeat the above activity using letters that require more discrimination, such as "m" and "n."		
3.04 discriminate words.	Words on this level should be of two or three letters. All other discrimination skills for this terminal objective are prerequisites for this instructional objective. Words are presented merely as letter configurations and not as units of meaning.	matching	A. Show students rows of two and three-letter words which are highly dissimilar, such as: me, go, it, me, of. The first word in the row and one other word in the row should be the same. Have the students point to the word that is like the first word in the row.		
		matching	B. Make word lotto games using two and three letter words.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Visual Discrimination

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A3.00 To understand basic symbols

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.05 identify upper-case and lower-case letters.	Teachers should introduce the upper-case and lower-case symbol for each letter name together. However, students should be given ample opportunities to associate each letter name with its symbols before a new letter is introduced. Students will be able to recognize the symbol "A" when the teacher says "Point to the 'A,' before he/she can identify the symbol "A" by saying "That is an 'A'."	recognizing	A. After each letter has been introduced, show students an array of letter symbols using only upper-case letters. Have students find all the symbols for each letter. Say, "Point to all the "A's."		
		recognizing	B. Repeat Activity A using lower-case letters.		
		recognizing	C. Repeat Activity A combining upper-case and lower-case letters.		
		recognizing	D. Play Alphabet Bingo.		
		identifying	E. Use the array of letters in Activity C. Ask students to name each letter as the teacher points to it.		
		identifying	F. Use flash cards to give students practice in identifying the names of the letter symbols.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A4.00 To understand the basic sound/symbol relationship

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 4.01 recognize consonant sounds.	As students learn the letters of the alphabet, they should be introduced to the sounds which are represented by the letter symbols.	listening, analyzing	A. As each sound is introduced have students repeat the sound several times. Explain the correct position of the mouth to produce each sound.		
		analyzing	B. Have students locate objects in the room which begin with a specific sound such as /b/. Place the letters "B" and "b" on each object.		
		analyzing	C. In conjunction with instruction of a consonant sound, have students identify pictures of objects having the same initial consonant sound. The pictures can be cut out of a magazine and pasted on construction paper for a "consonant collage."		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033BI.00 To understand the relationship between vocabulary development and oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify his/her name in print.	Students should first be given numerous opportunities to recognize their first names in print. When students can identify their first names, instruction should then focus on recognition of last names.	recognizing	A. Write students' first names in big, bold letters and display them in various places around the room such as on tables, lockers and charts. Call students' attention to their names daily.		
		identifying	B. Write students' names in various sized letters, type students' names, and use unusual letters, such as bulletin board letters, to spell students' names. Have students find their names on bulletin boards or in printed materials.		
		identifying	C. Repeat Activities A and B including students' last names.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033B2.00 To understand the basic steps of spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 use a plan to decode.	At this level the emphasis is upon laying the groundwork for learning to spell. The students are not required to learn a particular spelling method. Instead, the teacher will expose students to auditory, visual, and kinesthetic modes of learning. Since spelling is a multisensory process, teaching should include activities to enhance visual memory, psychomotor skills, and auditory discrimination.	observing, recalling, sequencing	A. Use a series of colored cards or animal pictures in sequence. Have the student use a combination of auditory and tactile reinforcers to reproduce the sequence given. For example, have students: 1. Touch each card in order and say the color or animal name. 2. Cover the cards and repeat the sequence, saying the card names in correct order. 3. Uncover the cards and check for accuracy. 4. Repeat steps I and 2. 5. Reproduce the series by using a duplicate set of cards. 6. Check for accuracy.		
		observing, recalling, sequencing	B. Have the students use the method in activity A to learn to spell their names. Print each letter of the name on a card to be sequenced to spell the name.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033D1.00 To understand sequencing in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 develop skill in visual memory.	Visual memory involves recalling information obtained through the sense of sight.	observing, sequencing, manipulating	A. Do visual sequencing activities with parquetry blocks, beads, pegs, or colored cubes. Give the student a visual pattern on a card. Have the student reproduce the pattern using manipulatives and repeat the pattern several times.		
		observing, recalling, sequencing, manipulating	B. As students become more adept at patterning, have them study a pattern card; then remove the card and have the student reproduce the sequence from memory.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033D2.00 To understand word parts

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize labels for classroom objects.	Students should observe that letters are joined to make words and that some words name objects.	listening, observing	A. Write names for classroom objects in big, bold letters. As you place the label on the object, identify for students the letters in each word. Read the words with students and have them repeat the words.		
		identifying	B. As students learn the letters of the alphabet, have them say the letters which are joined to make the words used to label classroom objects.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034A1.00 To understand word units

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 complete sentences orally.	Sentences express complete thoughts and must make sense. Students should be able to complete sentence fragments with an appropriate word or phrase. This objective is a precursor of deriving meaning from context.	comprehending	A. Write a sentence fragment on a chart, omitting the end of the sentence. Read each fragment and have students complete the sentence.		
		comprehending	B. Repeat Activity A, omitting the middle or the beginning of each sentence. Read each new sentence to the students.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034B1.00 To understand story and paragraph organization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write a group story.	A group story is a story dictated by the students as a group. The teacher records the students' input. The topic can be any event, observation or summary of information about the class. A group story is often referred to as an experience chart or as a language experience chart. This objective is utilized as a means of facilitating instruction in many other objectives in this guide.	listening, verbalizing, comprehending, justifying	A. After the students have shared an experience such as a visit to the school kitchen, have them dictate an experience story. Lead them to see that all their contributions center around one idea. Suggest an appropriate title, such as "Our School Kitchen." Ask students to tell why another title, such as "The Big Freezers," would not be as good.		
		verbalizing, comprehending, choosing	B. Have students dictate experience stories and suggest appropriate titles or choose a title for each story from a list of possible titles.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034D1.00 To understand the relationship of creative thinking to writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	The emphasis of this objective is on the pre-writing stage of composition. Students should be encouraged to brainstorm, imagine, question, and talk with others to develop ideas.	brainstorming	A. Plan a trip to a place in the community. Have students discuss various aspects of the trip, such as what they should wear, how they will travel, and what they will see.	L.A. 035B1	
	The pre-writing stage concentrates more on oral communication than on written communication. The ideas generated can be included in a group activity.	analyzing	B. After the trip, have students discuss what they should do differently to prepare for the next trip.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use books and other printed materials.	This objective precedes instruction in reference and study skills. Instruction should include the function and selection of books, major parts of a book, and care and handling of books. Proper procedures for handling books include: 1. Turning pages carefully. 2. Washing hands before handling books. 3. Having a special place for books. 4. Protecting books from weather. 5. Returning books promptly.	selecting selecting listening, discussing, predicting listening, observing, recognizing	A. Students should visit the library often and select books from the easy book section. B. Library helpers may select picture books and easy books for a library center. C. Discuss with students the functions of books. Have students suggest how books can be used at school and in the home. D. Display a large model of a book cover and a title page. Point out to students the author, the title, and the illustrator. Discuss with students the importance of each part.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 make and describe observations.	An observation differs from a casual look at something. The skilled observer does not integrate personal feelings or opinions into that observation. The ability to make skilled observations is important to nearly all fields of study. Skilled observations are part of the fact-finding and experimentation processes in science and math. Writers use skilled observations when they gather information to write about a subject. In social studies, observers must be able to record events in an objective manner. Observations are used in measuring in math and science.	comprehending	A. Bring a small animal, such as a rabbit, into class and ask students to observe it.		
		comprehending, discussing	B. Set up a terrarium or aquarium. Have students observe and describe any changes over a designated period of time.	Sc. 052E3	
		describing	C. Play "I Spy" games. Give a student a cardboard roll from toilet tissue or paper towels. Ask students to describe things they see through the roll. Have others guess the object described.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 ask questions.	Kindergarten students are naturally curious and ask questions readily. Instruction should focus on helping the children formulate questions that are clear and complete and that precisely address their concerns. Once a question has been asked, an attempt should be made to find an answer to the question.	verbalizing, probing	A. Have each student bring a picture of someone or something from home. Next have students break into groups and ask each other "who," "what," "where," and "why" questions about each picture.		
		verbalizing, investigating, probing	B. Put an object in a box. Tell the students you will answer any question except "What is in the box?" Have students ask questions until they can guess the contents.		
		predicting, verbalizing	C. Ask someone from the school or community to do a demonstration for the class. For example, ask a dairy farmer to talk to the class in conjunction with a farm unit. The farmer might even show the students how butter is made. Before the guest arrives, have students think of questions they would like to ask. After the presentation, encourage students to ask questions.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 recognize relationships.	Performing this objective requires that the student recognize objects that relate to each other in some meaningful way.	associating	A. Assemble a barrel of objects. Have students find pairs of objects which "go together," such as a jack with a ball, a can with a can opener, and a cup with a saucer. Any pairing is acceptable if the student can explain a logical relationship.	Sc. 052E1, 052E2	
		associating	B. Give students several pictures of animals and their babies. Have students put the baby animal with the correct adult.		
		associating, categorizing	C. Give students a picture of an object surrounded by many smaller objects. Have the students circle the smaller objects which relate to the larger object in some meaningful way.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 classify concrete and pictured objects.	Classifying is grouping according to some system or principle. Students should classify objects according to likenesses or relationships.	analyzing	A. Give students sets of objects they can manipulate, such as blocks, beans, and popsicle sticks. Have them group the objects according to similar characteristics.	He. 061G2	
		analyzing	B. Give students pictures of a variety of objects, including foods. Have students group all the foods together. This activity can be modified by having students group various foods within the four food groups.		
		analyzing	C. Have students classify pictures of animals according to a specific characteristic, such as color, size, age or habitat.	Sci. 052E1	

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 sequence objects and events.	Sequencing is the process of arranging things in a logical order. As with all skills, young children must have opportunities to manipulate objects prior to applying the skill in abstract thinking. Sequencing of events must begin with situations children can observe and events which are part of their everyday experiences. This skill is important to literal comprehension.	analyzing	A. Give students three objects of differing sizes. Have students put the objects in order from smallest to largest.		
		analyzing	B. Have students participate in a cooking experience such as popping popcorn. Develop an experience chart listing the events in the order they occured.		
		analyzing	C. Let students take turns describing events in the kindergarten day. Write the events on sentence strips as they are dictated by students. Read the sentences to determine if they are in proper order.		
		analyzing, ordering	D. Give students a picture of a baby, a middle-aged person, and an elderly person. Have students put them in order from youngest to oldest. Make sure the differences in height vary for the age categories.		
		recalling, ordering, manipulating	E. Have students arrange in the proper order a series of three or four pictures illustrating a story or an experience.		
		recalling, ordering, manipulating	F. Repeat Activity D using four to six pictures.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 make inferences from given information.	Making inferences involves identifying a thing or event without being told directly of its existence. To make an inference the student must have the background knowledge to understand the facts that are given, the implied information, and the relationship between the two.	listening observing, recalling, verbalizing	A. Read students a story and ask them inferential questions. B. Show students a picture and have them tell everything factual about the picture. Then ask them questions which must be answered by making an inference.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 draw conclusions based upon given, inferred, or illustrated information.	Drawing conclusions involves analyzing given information and making generalizations which are logical and consistent with the facts presented.	comprehending, problem solving	A. Give students several facts about an everyday experience, such as dressing to play outside. Have the students dress dolls in suitable attire based upon the facts given. For example, the teacher might say "It is cold outside. Snowflakes are falling." The student would dress the doll in warm clothing.		
		comprehending, analyzing	B. After reading a story, such as "The Three Bears," ask students to discuss how the characters felt and why they did certain things. For example, "Why did Goldilocks go into the house when no one answered the door?" or "How did Baby Bear feel when he saw his broken chair?"		
		observing, recalling, selecting	C. Read a story such as "Who Took the Farmer's Hat?" Show three pictures with different story settings and ask questions about the settings, such as "Which picture shows where this story happened?"		
		analyzing, selecting	D. Read a story such as "The Little Engine That Could." Show three pictures such as the little engine on flat land, the engine going up a hill, and the engine coming down the hill. Ask such questions as "In which picture would the engine say 'I think I can?' Why?"		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.08 determine cause and effect.	Students at this level understand that certain actions can lead to a consequence and that certain consequences can result from an action. Cause and effect can be effectively taught as a part of the daily classroom routine. For example, students running in the hall can be led to understand that this behavior may lead to falls, accidents, or disturbing another class.	observing, analyzing	A. Do a simple experiment for the students, such as placing a metal car on a piece of cardboard and making it move by putting a magnet underneath it. Ask the students to tell you what they think is making the car move.	Sc. 051B3	
		observing, analyzing, inferring	B. Show students a picture. Ask students to tell you the cause of the situation depicted. For example, show them a picture of a ball in front of a broken window. Ask how the window was broken.		
		listening, recalling	C. Read students a story with an obvious cause and effect relationship, such as "The Three Pigs." Ask students to tell why certain events happened, such as "Why did the first little pig's house fall?"		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.09 distinguish between reality and fantasy.	Some things occur in the real world; others are imagined. It is important to be able to distinguish between the two. This ability involves analyzing a situation using knowledge and experience.	listening, applying, analyzing, verbalizing	A. Read a simple, familiar fairy tale to the students and ask them to tell what parts of the story could be real and what parts must be imaginary.		
		analyzing	B. Have a costume parade of only imaginary characters, such as Superman, Wonder Woman, and Winnie the Pooh. Have students talk about the characteristics of each character and whether the characteristics are real or imaginary. This a good activity for Halloween.		
1.10 make a judgment.	Judgments reflect the student's values and opinions. Kindergarten students can make simple judgments about occurrences in which they are involved and apply those judgments to their lives. The ability to make judgments is essential to self direction, self control, decision making, and problem solving.	analyzing, evaluating	A. Ask students whether the lunch they ate that day was good. Have them give reasons to justify their opinions.		
		analyzing, problem solving	B. Discuss situations which might arise for the students, such as if someone offers them a ride in a car. Help the students to analyze the situation and to make judgments about how they should respond.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.11 solve a problem.	Students should be encouraged to use all their thought processes in a unified manner. This will help them to plan for a situation or to understand and solve a problem. In order to solve problems, kindergarten students must be helped to identify the problem, identify the causes of the problem, identify possible solutions, consider the consequences of each solution, and choose the most appropriate solution. This objective should be taught as real problems/conflicts arise in the classroom.	listening, comprehending analyzing, brainstorming, evaluating	A. As problems arise, use large group or small group settings to discuss the problem, its causes and its solutions. B. Ask students questions which will require them to apply the steps in problem solving to an everyday situation, such as "What could we do to assure this doesn't happen again?" Write responses on a chart and read them back to the students. Have them evaluate the responses.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 express ideas.	This objective encourages students to elaborate on an idea in a creative way. Creativity is emphasized so students can see there is not any one desired response and that they can produce a unique response. Students should have opportunities to formulate ideas and to express them in nonverbal ways before attempting to put the thoughts into words. Teachers should use probing techniques to encourage longer and more complex responses.	role-playing	A. Have each student dramatize the actions of a character in a story. Let the other students guess the identity of the character.		
		recalling	B. Show a picture of a character from a familiar story. Have a student describe the character giving information such as character's name, appearance, dialogue, and actions in the story.		
		predicting	C. Have students describe what they would have done had they been a character in a story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize the purposes for listening.	Listening requires the student to make a concentrated effort to hear. This objective focuses on the reasons for listening, including getting complete information, getting accurate information, and understanding what is being said.	discussing, recognizing	A. Discuss with the class the different people to whom they listen every day. Have the students recognize why they listen to each of the people identified.		
		recognizing	B. Play a game allowing the students to guess to whom they would listen to learn how to cross the street safely or to learn how to do addition.		
1.02 listen attentively.	The student needs to direct attention to what is being said or discussed. Listening attentively means sitting quietly, looking at the person who is speaking, and concentrating on what is being said.	discussing	A. Discuss with the students suggestions for listening attentively, such as facing the speaker and sitting comfortably.		
		observing	B. Role play an attentive student in given situations for the class.		
			C. Make a chart of times during the day that students need to listen, such as when the teacher gives directions, when the principal makes an announcement, and when the teacher reads a story. Display the chart, and remind students when they are not listening.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 listen to follow directions.	Students should be able to follow one- and two-step oral directions which relate to position/placement, sequence/order, and negatives.	recalling	A. Give students one-step directions such as "place your pencil on your desk," " raise your hand before speaking," and "do not open your book."		
		recalling	B. Give students two-step directions, using the same emphasis of placement, order, and negatives.		
		recalling, demonstrating	C. Have each student draw a simple picture in two steps by listening to directions.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 listen to answer questions.	Listening for details enables the student to answer questions effectively or correctly. Students should be encouraged to listen for specific words or phrases which will clue the student that something important is about to be said.	recognizing, recalling, verbalizing	A. Before reading a story, tell students the words which will signal the answer to a specific question. Read those words slowly for emphasis during the story. Then have students answer the question.		
		recalling, synthesizing	B. Before reading a short selection to the class, have them listen for a specific detail. Then, after reading, have each student draw the answer or detail.		
		recalling, discriminating	C. Read students a story which mentions several objects. Then show the students a picture of a collection of objects. Have the students identify all the objects that were mentioned in the story.		
		recalling, verbalizing	D. After reading a story, ask specific questions about the characters, setting, and dialogue in the story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 illustrate the main idea of a story.	Reading comprehension is the ability to derive meaning from printed material. For kindergarten students, comprehension is the ability to derive meaning from material read aloud to them. Students should be encouraged to verbalize; however, alternate means of expression -- drawing or dramatizing -- are suggested for this level.	listening, discriminating	A. After reading a book aloud, have students draw a picture of the main idea of the story.		
		recalling	B. Have students dramatize the main event in a story.		
		listening, recalling, verbalizing, selecting	C. After reading a story, say to students, "Tell me about this story." List the responses on a chart. Reread the statements, and with the class, choose the statement that best expresses the main idea.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 develop auditory memory skills.	Auditory memory is the ability to recall and retain information gained through hearing. In evaluating auditory memory, the teacher must be certain the student can hear well (auditory acuity) and can perceive auditory messages accurately (auditory perception.)	listening, recalling	A. Stand behind the student so he/she cannot read lips. Have the student repeat three to five letters in sequence as spoken by the teacher.		
		listening, recalling	B. Have students repeat three to five words in sequence.		
		listening, recalling	C. Have students repeat short sentences or phrases in sequence.		
1.02 repeat verses from memory.	A verse is a sequence of words arranged metrically in accordance with some rule or design. Verses may include finger plays, nursery rhymes, poems, songs, and parts of some stories.	memorizing	A. Incorporate finger plays, nursery rhymes, and other pieces of literature into daily activities. Ask for volunteers to recite pieces individually. Shy or reluctant students should be encouraged to recite with other students.		
		memorizing	B. Have students learn songs as a part of music instruction.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 listen to predict an event or outcome.	Prediction involves answering "what if" or "what will happen next" questions by using prior knowledge and logical thinking.	inferring	A. Read a story or poem with a set pattern. At an appropriate point, stop to ask students what they think will happen next.		
		listening, inferring	B. Read students a short story with which they are not familiar. Stop before the climax and ask students to finish the story.		
		listening, inferring	C. Read a familiar story. Stop before the climax and suggest a detail that could cause the story to have a different ending, such as "What if the troll had been stronger than Great Big Billy Goat Gruff?" Let the students take turns creating new endings.		
		recalling, dramatizing	D. Read a story such as "The Three Billy Goats Gruff." Use classroom props and have the students act out the story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 listen for sequence.	Sequence or story order consists of the order of events as they occur in a selection. Instruction in this objective should follow mastery of language arts objective 035A1.05.	recalling	A. Have each student look at a set of three picture cards as you tell a simple story, such as a story about children on the playground. After the students have listened to the story, have them place the cards in the correct order.		
		recalling	B. After reading a story aloud to the students, ask them to tell what happened first in the story and what happened last.		
		recalling	C. Read a story aloud to the students. Ask questions which will require sequencing the events, such as, "What happened to Little Red Riding Hood after she started to Grandmother's house?"		
		recalling, dramatizing	D. Read a story such as "The Three Pigs." Use classroom props and have the students act out the story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036C1.00 To develop an appreciation of literature through listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 listen to literature.	Students should be exposed to various types of good children's literature, both poetry and prose, for pure recognition and enjoyment. Children's literature may be in the form of finger plays, nursery rhymes, poems, fairy tales, picture books, stories, tapes, films, filmstrips, records, and stories told by storytellers.		A. Students should listen to good literature on a regular basis. Volunteers can be used to read to children in centers or at rest time. (Retired teachers and other senior adults can provide a valuable resource.) B. Have the students utilize listening centers to hear stories throughout the day. C. Encourage parents to read to students daily. Short stories may be sent home to be enjoyed by the family.		
1.02 recognize rhyme, rhythm and repetition in literature.	Selections should offer obvious examples of the elements to be demonstrated. Rhyme refers to the occurrence of similar sounds. Rhythm refers to the pattern of sounds or beat. Repetition refers to the recurrence of the same word or phrase several times.	predicting recalling recalling, recognizing	A. Read Dr. Seuss books to illustrate rhyme. Allow students to supply other rhyming words. B. Have students march in place as they chant verses such as "Hey, Diddle Diddle" and "Jack Be Nimble." C. Have students sing songs such as "Old MacDonald." Have them signal when they hear the part that is repeated.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037AI.00 To understand the relationship between vocabulary development and oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use vocabulary necessary to describe self.	Vocabulary introduced should allow each student to communicate personal data and should include name, age, names of family members, address, birthday, telephone number, name of school, and name of teachers.	verbalizing, synthesizing	A. After students have drawn pictures of themselves, have each student tell about the picture, including full name, age, and anything special about the picture.		
		verbalizing	B. Ask students questions about themselves. Encourage them to respond by giving the information suggested in the content.		
1.02 name common objects.	Vocabulary should include the names of classroom objects including furnishings, materials, equipment and tools, and similar objects used in the home.	naming	A. Have students use labels to identify objects in the classroom. As students label an object, have them tell the name and give a brief qualifying sentence about it. "We use the round table by the window."		
		naming, verbalizing	B. Encourage students to use the correct names of objects rather than substitute names. Discourage students from simply pointing to objects to identify them.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037AI.00 To understand the relationship between vocabulary development and oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 identify colors.	Instruction should focus on recognition and identification of red, yellow, blue, green, orange, purple, brown, black and white.	naming, associating	A. Teach the names of colors by emphasizing one color each week. Bulletin boards, centers, and group activities should focus on objects of the "Color of the Week."		
		recognizing, associating	B. Have a scavenger hunt to find objects of the color being taught.		
		verbalizing, judging	C. Have students discuss their favorite colors.		
		identifying	D. Hold up an object of a basic color. Ask the students "What Color is this?"		
1.04 use words necessary to describe objects.	Vocabulary should include quantitative words and other adjectives, such as "big," "little," "long," "short," "tall," "fast" and "slow"; and words which indicate position, such as the prepositions "on," "off," "under," "over," "beside," "in," and "out." Words such as "top," "bottom," "here," and "there" may also show position.	describing, associating	A. Show students a familiar object such as a teddy bear. Ask questions about the object which must be answered with descriptive words such as "What size is the bear?" and "Where is the bear?"		
		describing	B. Have students select a classroom object for "Show and Tell." Give each student prompts to initiate verbalization.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037A1.00 To understand the relationship between vocabulary development and oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 complete sentences using context clues.	Content at this level includes vocabulary appropriate to the students' limited background.	listening, analyzing, inferring	A. Have students complete sentences with words that make sense from the context of the sentence, such as, "We rode in a _____ to the zoo." (car, can, cake)		
		listening, associating	B. Read sentences which describe objects, such as "I am small, brown, and furry. I am a _____." Have students select from several choices the answer that best completes the sentence.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037B1.00 To utilize effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 speak clearly, properly and politely.	Speaking clearly and properly is a practiced skill. It should be encouraged with suggestions to stand properly, to look at the audience, and to speak in a normal voice rather than whispering or shouting. Standard greetings, expressions of courtesy and farewells should be practiced in the classroom.	recognizing verbalizing verbalizing, synthesizing, dramatizing	A. Have students discuss examples of children using suggestions for correct speaking. B. Have the students role-play situations requiring polite and proper expressions.		
1.02 relate information orally.	Information to be related orally should include personal information and experiences. Students should be able to hold conversations in which they make announcements or give explanations.	verbalizing, dramatizing recalling, organizing, verbalizing organizing, verbalizing, explaining	A. Have students use the family living center to act out given situations, such as a child coming home from school and describing a day at school. B. Read a story or poem and ask students to relate a similar experience. C. Have students participate in "Show and Tell" or explanations of art work.	S.S. 041B1	

LANGUAGE ARTS - KINDERGARTEN

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STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037BI.00 To utilize effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 relate information in complete sentences.	A complete sentence tells a complete idea.	verbalizing	A. Have a puppet demonstrate using complete sentences to describe an object or a picture. Have the students take turns using the puppet to add a complete sentence about an object or a picture.		
		verbalizing	B. Pick a topic to discuss with the students. Have each student give one complete sentence about the topic as you record them in story format on an experience chart.	L.A. 034B1	
1.04 describe the contents of a picture.	Picture comprehension is important to reading comprehension. Students should be encouraged to identify all pertinent information in the picture, such as colors, objects, people, animals, structures, seasons, setting and action. Questions posed by the teacher may prompt further investigation and verbalization.	observing, verbalizing	A. Display an interesting picture where it can be easily seen by all students. Give each student a prop such as a "looking glass" to encourage concentration on the picture. Ask questions such as, "What do you see?" or "What things are alive?" Continue prompting until the students have thoroughly exhausted the possiblities for discussion.		
		observing, verbalizing	B. As stories are read to the students, allow students to carefully study the pictures and describe their contents. Ask questions to encourage longer and more complex responses.		

LANGUAGE ARTS - KINDERGARTEN

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STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037B1.00 To utilize effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 retell a story.	When retelling a story, all events should be told in the order in which they happened in the original version. Complete sentences should be used.	recalling, verbalizing, sequencing	A. Tell a simple version of a familiar story. Have the students retell the story a sentence at a time and record the sentences. Then retell the story in proper order.		
		recalling, verbalizing, sequencing	B. Have students draw three pictures to illustrate a familiar story. Have them retell the story, using the pictures in proper order.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037CI.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 express feelings orally.	Feelings may be expressed in group discussions, through role-play or dramatization, and by using puppets and magnet/flannelboards to stimulate oral presentation. Students should be encouraged to verbalize their thoughts and feelings to peers and to the teacher throughout the day.	verbalizing	A. Have children describe what makes them feel good.		
		recalling	B. Read or tell children's stories which describe loving, nurturing situations. Have students identify how the characters made each other feel good.		
		verbalizing	C. Have students share what makes them feel bad, such as being ignored.		
1.02 use the telephone.	Using the telephone should be an extended oral communication skill, incorporating clarity, complete sentence usage, and courtesy.	synthesizing	A. After introducing telephone courtesy, have each student practice using the telephone at an activity center equipped with a tape recorder to provide immediate feedback.		
		synthesizing	B. Have each student place a telephone call using telephone skills.		